



## Boulder Bluff Elementary

400 Judy Drive  
Goose Creek, SC 29445

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	674 Students	
<b>Principal</b>	Diane White	843-553-1223
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

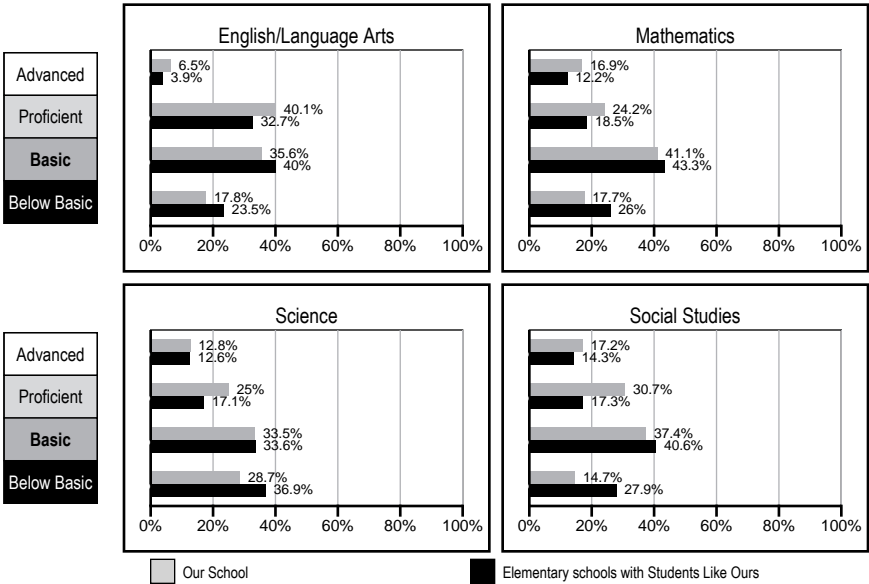
94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	44	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=674)</b>				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	5.5%	Up from 4.4%	2.8%	2.3%
Attendance rate	96.4%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	7.5%	Up from 5.9%	6.5%	10.4%
With disabilities other than speech	14.1%	Up from 13.1%	9.0%	7.5%
Older than usual for grade	1.3%	Down from 2.6%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	61.2%	Up from 55.6%	54.1%	56.7%
Continuing contract teachers	57.1%	Down from 57.8%	74.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.8%	Down from 78.2%	85.5%	86.4%
Teacher attendance rate	94.1%	Down from 95.4%	94.9%	94.9%
Average teacher salary	\$42,371	Up 2.5%	\$44,314	\$45,345
Professional development days/teacher	17.2 days	Up from 9.8 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 19.3 to 1	18.0 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 90.1%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,898	Up 1.0%	\$7,428	\$7,052
Percent of expenditures for instruction*	60.5%	Down from 67.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	55.5%	Down from 63.2%	64.1%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year has been rewarding and exciting, with many changes, including a new administration for Boulder Bluff Elementary. BBE celebrated the attainment of Adequate Yearly Progress as measured by NCLB criteria. To improve student achievement, we initiated Professional Learning Communities this year. This will allow teachers to examine their teaching practices and focus on student learning. Our teachers have used many data sources to guide their instruction, with the aim of improving student achievement. Teachers developed Responsive Interventions to address student needs. Those students who reached their target growth in MAP were recognized at our End of the Year Awards Ceremonies. We appreciate the partnership with our parents that led to the students' success.

Boulder Bluff Elementary received an ABC Arts grant that again allowed students to explore various areas of art education through class projects. The grant allowed for students to interact with a visiting artist. Several students' artwork was chosen to be displayed in various venues around the state, including the State House of Representatives and the State Museum. The BBE Chorus was created this year. Some of our students were All-County and All-State choral participants.

Leadership opportunities for our students were provided through participation in the student council, student postal system, our morning TV show, and classroom duties. Our teachers, students, parents, and PTO make BBE a wonderful and successful school.

Diane White, Principal  
Rachel Hawkins, School Improvement Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	49	71	64
Percent satisfied with learning environment	95.9%	93.0%	89.1%
Percent satisfied with social and physical environment	89.8%	91.3%	93.8%
Percent satisfied with school-home relations	53.1%	91.3%	81.0%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Corrective Action
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.8%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	271	100	17.7	35.5	40.3	6.5	58.9	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	150	100	22.8	39.7	33.8	3.7	50	40.8	41.7	N/A	N/A
Female	121	100	11.6	30.4	48.2	9.8	69.6	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	130	100	14.9	40.5	38	6.6	60.3	55.4	60	Yes	Yes
African American	113	100	24.5	31.4	40.2	3.9	53.9	36.5	31.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	19	100	5.9	41.2	41.2	11.8	58.8	39.9	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	48	100	53.3	31.1	13.3	2.2	20	12.9	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	5.6	38.9	50	5.6	61.1	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	184	100	20	37.6	35.2	7.3	53.3	38.5	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	271	99.6	17	41.7	24.3	17	55.9	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	150	99.3	21.5	37	23	18.5	58.5	44.4	45.6	N/A	N/A
Female	121	100	11.6	47.3	25.9	15.2	52.7	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	130	100	18.2	36.4	24.8	20.7	61.2	52.8	59	Yes	Yes
African American	113	99.1	18.8	48.5	23.8	8.9	46.5	28.2	26.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	19	100	5.9	52.9	17.6	23.5	58.8	38.9	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	48	97.9	50	34.1	13.6	2.3	20.5	14.6	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	5.6	55.6	22.2	16.7	55.6	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	184	99.5	17.7	42.7	26.2	13.4	53.7	33.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	178	99.4	28	34.1	25	12.8	37.8	35.1	35.7	96.4	96.4
Gender											
Male	99	100	27.5	28.6	27.5	16.5	44	36.3	37.4	96.3	96.3
Female	79	98.7	28.8	41.1	21.9	8.2	30.1	33.9	33.8	96.4	96.5
Racial/Ethnic Group											
White	82	100	23.1	33.3	23.1	20.5	43.6	44.8	49.2	95.8	96
African American	77	98.7	38.2	32.4	25	4.4	29.4	18.5	17	97	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	97.4	97.5
Hispanic	12	100	16.7	50	33.3	0	33.3	26.8	24.9	96.3	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	96.8	95.2
Disability Status											
Disabled	28	100	61.5	23.1	7.7	7.7	15.4	9.8	14	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	18.2	54.5	27.3	0	27.3	24.3	24.4	96.5	96.9
Socio-Economic Status											
Subsidized meals	118	99.2	34.9	31.1	20.8	13.2	34	23.7	21.1	96.3	96.1

Social Studies

All Students	178	100	14.7	37.4	30.7	17.2	47.9	34.6	34	96.4	96.4
Gender											
Male	95	100	11.9	41.7	31	15.5	46.4	36.3	36.6	96.3	96.3
Female	83	100	17.7	32.9	30.4	19	49.4	32.8	31.3	96.4	96.5
Racial/Ethnic Group											
White	90	100	16.9	33.7	26.5	22.9	49.4	40.9	44.5	95.8	96
African American	69	100	12.5	43.8	35.9	7.8	43.8	22.7	19.1	97	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	97.4	97.5
Hispanic	12	100	20	30	30	20	50	31.3	27.5	96.3	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	96.8	95.2
Disability Status											
Disabled	32	100	36.7	46.7	10	6.7	16.7	11.8	14.4	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	18.2	27.3	45.5	9.1	54.5	29.6	27.3	96.5	96.9
Socio-Economic Status											
Subsidized meals	119	100	14	37.4	29.9	18.7	48.6	25.5	21	96.3	96.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	87	100	16	32.1	40.7	11.1	51.9
	4	83	98.8	25	42.1	31.6	1.3	32.9
	5	98	100	28.7	40.4	28.7	2.1	30.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	109	100	11.1	20.2	56.6	12.1	68.7
	4	85	100	22.8	40.5	32.9	3.8	36.7
	5	77	100	21.4	51.4	25.7	1.4	27.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	87	100	19.8	51.9	18.5	9.9	28.4
	4	83	98.8	26.3	31.6	31.6	10.5	42.1
	5	98	100	22.3	51.1	14.9	11.7	26.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	109	99.1	11.2	45.9	28.6	14.3	42.9
	4	85	100	19	39.2	19	22.8	41.8
	5	77	100	22.9	38.6	24.3	14.3	38.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	45	100	29.3	56.1	7.3	7.3	14.6
	4	83	98.8	33.8	32.4	24.3	9.5	33.8
	5	49	100	45.7	32.6	13	8.7	21.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	23.1	28.8	36.5	11.5	48.1
	4	85	100	29.1	38	19	13.9	32.9
	5	37	97.3	33.3	33.3	21.2	12.1	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	17.9	46.2	30.8	5.1	35.9
	4	83	98.8	20.3	40.5	25.7	13.5	39.2
	5	50	100	38.3	42.6	8.5	10.6	19.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	4.3	36.2	40.4	19.1	59.6
	4	85	100	20.3	34.2	29.1	16.5	45.6
	5	40	100	16.2	45.9	21.6	16.2	37.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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